

SMSC within Science– Coverage and Progression Map (Summer)

Spiritual Development: (Sp)

- To demonstrate an ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in.
- To show respect for different people's faiths, feelings and values.
- To demonstrate a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

Moral Development: (M)

- To demonstrate an ability to recognise the difference between right and wrong and apply this understanding in their own lives and, in doing so, respect civil and criminal law of England.
- To show an understanding of the consequences of their behaviour and actions.
- To show an interest in investigating and offering reasoning views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

Social Development: (So)

- To use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- To show a willingness to participate in a variety of communities and social settings, including volunteering, co-operating well with others and being able to resolve conflicts effectively.
- To demonstrate acceptance and engagement with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Children to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in Modern Britain.

Cultural Development: (C)

- To understand and appreciate a range of cultural influences that have shaped their own heritage and that of others.
- To understand and appreciate a range of different cultures within school and within their community and the wider world to prepare them for life in modern Britain.
- To have a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- To show willingness to participate in and respond positively to artistic, sporting and cultural opportunities.
- To show interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extend they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Nursery	➤ Looking at seasons, weather, clothing, sun safety, wet and dry sand investigation, water properties
Reception	<ul style="list-style-type: none"> ➤ Weekly forest school(Sp) ➤ Dinosaurs (Sp)

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	<ul style="list-style-type: none"> ➤ Space (Sp) ➤ Under the Sea (Sp) ➤ Farm animals
The Den	<ul style="list-style-type: none"> ➤ Growing: Children will grow own bean plants and take part in an observational study CCL Literacy (Sp) ➤ Planting experiences (Sp, So) ➤ Parts of plants (Sp) ➤ Weather study locally and across the world, (So, Sp, C) ➤ Growing: Life cycle of butterflies
Year 1	<ul style="list-style-type: none"> ➤ Growing: Children will have the opportunity to grow seeds and bulbs and take part in an observational study CCL Literacy (Sp) ➤ Planting experiences (Sp, So) ➤ Parts of plants (Sp) ➤ Weather study locally and across the world, including a rainfall collection study CCL Geography (So, Sp, C) ➤ Nature walks - looking at seasonal changes (Sp) ➤ Continue with observation over time study of looking our height changes over Year 1 (Sp)
Year 2	<ul style="list-style-type: none"> ➤ Planting experiences (Sp, So) ➤ Observe what plants need to grow (Sp) ➤ Animals including humans unit - real life experience hatching chicks from eggs and looking at the life cycle of a chick (Sp, M, So) ➤ Nature Walk - making observations of local surroundings and identifying difference from the Autumn nature walk (seasonal changes) (Sp)
Year 3	<ul style="list-style-type: none"> ➤ Light and Shadow (Sp) ➤ Planting experiences (Sp, So) ➤ Parts of plants (Sp) ➤ Nature Walk - making observations of local surroundings and identifying difference from the Autumn nature walk (seasonal changes) (Sp)



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Year 4	<ul style="list-style-type: none">➤ Plants and animals (So, M, Sp)➤ Animals including Humans (So, C)➤ Forest schools (So, M, C, Sp)➤ Go Ape Trip (SP)➤ Nature Walk - changes to the local environment and impact of humans. (So, C, M)
Year 5	<ul style="list-style-type: none">➤ Living things and their habitats (links to reproduction) (So, M, C)➤ Animals inc Humans. Changes which happen during puberty, changes in a life cycle including loss of life (So, M, C)➤ Nature Walk - habitats and changes to the local environment and impact of humans. (So, C, M)
Year 6	<ul style="list-style-type: none">➤ Electricity (So, M, Sp, C)➤ All Living Things to include RSE / STAR workshops (So, Sp, M, C)